

Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher	ISBN - 0132432854		Publisher - Pearson Prentice Hall Customer Service		Provided by the Publisher
	Conceptual Integrated Science - Student Edition				
	Type - P1	Author - Hewitt et al.			
	Copyright - 2007	Edition - 1st	Readability - 7.9 Modified Dale-Chall		
	Course - High School Integrated Science III		Grade(s) - 9,10,11,12		
	Teacher Edition ISBN if applicable			080539043X	

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

This is a very good text for an conceptual-approach to high school integrated science classes. The primary weaknesses evident upon review were related to the lab program not being included with the student edition and instructors manual. The text is well structured and easily readable.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | | | | |
|---|--|-----------------------------------|--|------------------------------|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| b) Motion and Forces | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| c) The Earth and the Universe | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| d) Unity and Diversity | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| e) Biological Change | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| f) Energy Transformation | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| g) Interdependence | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input checked="" type="checkbox"/> Little | <input type="checkbox"/> N/A |

2) Addresses content-specific enduring understandings from the related Program of Studies standards.

☒ Strong ☐ Moderate ☐ Little ☐ N/A

3) Addresses content-specific skills and concepts from the related Program of Studies standards.

☒ Strong ☐ Moderate ☐ Little ☐ N/A

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4) **Content addressed is current, relevant and non-trivial** ☐ Strong ☐ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Being an integrated course of study, a large portion of the POS is covered in the course of this text. This text in particular focuses on concepts involved in chemistry, physics, earth, space, and biological sciences. The primary area of weakness appears in the content associated with interdependence.

B. Functionality & Suitability

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy** ☐ Strong ☒ Moderate ☐ Little
Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) **Connections to Technology** ☐ Strong ☒ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☐ Strong ☐ Moderate ☒ Little

- Provides support for ESL students
 - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text is free from bias. The conceptual approach to the content is sufficiently rigorous for the course's intent. There is not variety in the type of literacy strategies being incorporated into the text. There is a list of recommended websites for each chapter in an appendix at the end of the textbook. There is no directly specified connection to support for diverse learners.

C. Supports Inquiry and Skill Development

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
 - Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
 - Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
 - Provides opportunities for application of learned concepts.
 - Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
 - Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
- Note: may apply to either teacher or student edition*

2) Skill Development

☐ Strong ☐ Moderate ☒ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Opportunities for inquiry are provided, but do not appear formalized. The conceptual nature of the book lends itself well to an inquiry approach. The laboratory manual is

bid as free with purchase. This means that there is no guarantee that it will be received with purchase. The absence of the laboratory manual hampers skill development.

D. Supports Best Practices of Teaching and Learning

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Engages Students

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

☐ Strong ☒ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The questions that are within the text do not contain many questions that reach higher level thought and higher DOK levels. The assessment does not occur in a great variety of manners. There are embedded questions and chapter review questions.

E. Has an Organization/ Format that Supports Learning and Teaching

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.

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- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
 - Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
 - Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
 - Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☐ Strong ☐ Moderate ☒ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text is logical and sequential. Concepts build upon themselves as you progress throughout the units. The text organizations makes use of text features that enhance readability. Graphics are many and captioned. The glossary encompasses the terms discussed in the text.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

☐ Strong Evidence
☐ Moderate Evidence
☒ Little or No Evidence

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

There were no ancillary/gratis materials provided in the bid.